

**Texas Education Agency  
Standard Application System (SAS)**

2018-2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1		
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	<b>FOR TEA USE ONLY</b> Write NOGA ID <small>Place date stamp here.</small>
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR 30 PM 1:34 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018	
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>	

**Schedule #1—General Information**

Part 1: Applicant Information					
Organization name		County-District #		Amendment #	
Levelland ISD		110902			
Vendor ID #	ESC Region #			DUNS #	
75-6001949	17			025427907	
Mailing address			City	State	ZIP Code
704 11 <sup>th</sup> Street			Levelland	TX	79336
Primary Contact					
First name	M.I.	Last name		Title	
Donna	P	Pugh		Director of Instructional Services/Federal Programs	
Telephone #		Email address		FAX #	
806-894-9628 x1218		<a href="mailto:dpugh@esc17.net">dpugh@esc17.net</a>		806-894-2583	
Secondary Contact					
First name	M.I.	Last name		Title	
Heidi		Blair		Director of Curriculum	
Telephone #		Email address		FAX #	
806-894-9628 x1202		<a href="mailto:hblair@esc17.net">hblair@esc17.net</a>		806-894-2583	
Part 2: Certification and Incorporation					

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Jeff		Northern	Superintendent
Telephone #		Email address	FAX #
806-894-9628 x1211		<a href="mailto:jnorthern@esc17.net">jnorthern@esc17.net</a>	806-894-2583
Signature (blue ink preferred)			Date signed



4-26-18

Only the legally responsible party may sign this application.

701-18-111-051

**Schedule #1—General Information**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <a href="#">Lobbying Certification</a> requirements.
X	I certify my acceptance of and compliance with <a href="#">No Child Left Behind Act of 2001 Provisions and Assurances</a> requirements.
X	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

**For TEA Use Only**

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #2—Required Attachments and Provisions and Assurances (cont)**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #2—Required Attachments and Provisions and Assurances (cont)</b>	
County-district number or vendor ID: 110902	
Amendment # (for amendments only):	
<b>Part 3: Program-Specific Provisions and Assurances</b>	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 110902

Amendment # (for amendments only):


I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	110902 Levelland ISD	Jeff Northern 	806-894-9628 x1211 jnorthern@esc17.net	\$900,000
<b>Member Districts</b>				
2.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
3.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
4.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
5.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
6.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
7.	County-District # County-District Name	Name	Telephone number Email address	Funding amount
8.	County-District # County-District Name	Name	Telephone number Email address	Funding amount

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 110902			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:



**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Levelland ISD's plan is to join hands with the Texas ACE initiative to provide opportunities for academic enrichment that promote adequate annual student achievement and growth. The ACE program will focus on augmenting student progress in the mastery of the Texas Essential Knowledge and Skills (TEKS) and will also focus on Texas College and Career Readiness Standards (TCCRS) and the English Language Proficiency Standards (ELPS). By utilizing these tools, the six community learning centers on Levelland ISD campuses will focus programming on the Texas ACE objectives on academic performance, school-day attendance, positive behavior, grade promotion and graduation rate. The Levelland ISD ACE program will further advance student skill attainment at every grade level.

In a school district which serves just over 70% of a low socio-economic population of approximately 3,000 students, our Texas ACE programming components will help us to address these three major goals within Levelland ISD (which also are our **"defined set of measures"**—also one of the grant's statutory requirements):

1. Improve campus ELAR All Students Met Standard scores by 5%;
2. Improve student attendance as evident by campus statistics; and
3. Close gaps that exist between special population groups.

These performance goals for Levelland ISD will be as compared to specific campus totals from the 2016-2017 academic year. Basically our two major goals are increased academic achievement and improved student attendance—which will be reviewed with common assessments, progress monitoring and attendance at each grading period. These will comprise our **PROGRAM EVALUATION**.

**BUDGET DEVELOPMENT**—The budget for our Texas ACE program was developed based on plans to implement 15 hours of programming per week to our target number of students per campus. Levelland ISD will provide innovative ACE programs for 35 weeks per year (including six-weeks during the summer). Our needs for staff along with their certifications were also considered as per pay schedule. In addition, we also made budget plans for needed supplies, technology and ACE staffing needs as per grant requirements. These decisions were also made with the purposeful intention to put into place unique programs that can be sustained once grant funds have been exhausted.

**DEMOGRAPHICS—Levelland ISD**—Total Enrollments from All Centers/Feeders: 2,998; 71% Hispanic; 71% Economically Disadvantaged; 3% African-American; 7% Limited English Proficient; 54% At-risk. Only 37% of Levelland High School students took the ACT/SAT and district average student scores below state averages and most college entry scores (ACT=19.2) and (SAT=1314). Capitol Elementary houses our Bilingual program. Students identified as ELL in grades one through three attend this campus. The population of LEP students has increased over the last few years from one in 10 students to one in five.

**IDENTIFIED NEEDS**—According to the 2016-2017 Texas Academic Performance Report and even though Levelland ISD staff continue to work diligently to promote at least one year of growth for our students, we fell below the state and district in many—not all—areas. Because of English & Language Arts scores of All Students above the Approaches level—66% of 3<sup>rd</sup> grade reading; 64% of 4<sup>th</sup> grade reading; 54% of 6<sup>th</sup> grade reading; 58% of 4<sup>th</sup> grade and 51% of 7<sup>th</sup> grade writing; and 62% and 66% of English I and II End-of-course tests—improvement in this core area has become a goal for the district. ELL students Approaches level performance on the Capitol Elementary campus over the past two years is 44% and 41%. These results directly impacted the campus as evidenced by missing Index 2 and very nearly missing Index 1—causing the campus to be borderline Improvement Required. Also, we have developed a Dropout Plan to address this issue at our high school because we have surpassed state averages. Progress toward goal attainment will be measured and monitored via common assessments and progress monitoring. Data analysis from these will help us drive ACE programming needs.

**MANAGEMENT PLAN**—The ACE program will be managed by the project director—working closely with our dynamic site coordinators at our six campuses. Project director and site coordinators will plan with campus/district administrators and staff at the onset and on a consistent basis to ensure high-quality programming. The business office staff will manage fiscal responsibilities and special programs office will oversee total program.

**STATUTORY/TEA REQUIREMENTS**—As per guidelines, all statutory and TEA requirements have been met in our Texas ACE plans. These are outlined specifically in Schedules 16 and 17, respectively.

During the Cycle 8 process of the ACE program, four of our six campuses were lucky enough to provide services to our students—the benefactors of our efforts as well as their parents. Because of this success, Levelland ISD and its stakeholders are committed to continuation of the ACE program.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 110902	Amendment # (for amendments only):
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	
Grant period: August 1, 2018, to July 31, 2019	Fund code/shared services arrangement code: 265/352

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$308,607	\$0	\$308,607
Schedule #8	Professional and Contracted Services (6200)	6200	\$391,700	\$0	\$391,700
Schedule #9	Supplies and Materials (6300)	6300	\$71,393	\$0	\$71,393
Schedule #10	Other Operating Costs (6400)	6400	\$35,100	\$0	\$35,100
Schedule #11	Capital Outlay (6600)	6600	\$93,200	\$0	\$93,200
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$900,000	\$0	\$900,000
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$900,000</b>	<b>\$0</b>	<b>\$900,000</b>

**Shared Services Arrangement**

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0
------	--	-----	-----	-----

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$900,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$45,000
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 110902		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>			
1 Teacher			\$0
2 Educational aide			\$0
3 Tutor			\$0
<b>Program Management and Administration</b>			
4 Project director (required) (CONTRACTED)			\$0
5 Site coordinator (required) (CONTRACTED)			\$0
6 Family engagement specialist (required) (CONTRACTED)			\$0
7 Secretary/administrative assistant			\$0
8 Data entry clerk			\$0
9 Grant accountant/bookkeeper			\$0
10 Evaluator/evaluation specialist (CONTRACTED)			\$0
<b>Auxiliary</b>			
11 Counselor			\$0
12 Social worker			\$0
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>			
13 ESC specialist/consultant			\$0
14 ESC coordinator/manager/supervisor			\$0
15 ESC support staff			\$0
16 ESC other			\$0
17 ESC other			\$0
18 ESC other			\$0
<b>Other Employee Positions</b>			
19 Bus Drivers			\$21,000
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$21,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
23 6112 Substitute pay			\$0
24 6119 Professional staff extra-duty pay			\$185,717
25 6121 Support staff extra-duty pay			\$86,800
26 6140 Employee benefits			\$15,090
27	Subtotal substitute, extra-duty, benefits costs		\$287,607
28	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$308,607</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 110902		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services Requiring Specific Approval</b>		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$0</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Communities in Schools—will provide Project Director, Site Coordinators for six centers and Family Engagement Specialist; center management, additional direct services and serve as the primary contact for ACE students, parents and the general community	\$317,500
2	Grant Evaluator—provides on-going independent evaluation of grant program and fiscal effectiveness and coordination of campus and district plans	\$16,200
3	Student Programming—to provide funding for activities aligned with Center goals, needs and student interests	\$58,000
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$391,700</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$0</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$391,700</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

#### For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 110902

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$71,393
Grand total:		\$71,393

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 110902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$5,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$12,000
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$14,000
Subtotal other operating costs requiring specific approval:		\$31,000
Remaining 6400—Other operating costs that do not require specific approval:		\$4,100
<b>Grand total:</b>		<b>\$35,100</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 110902

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1	Library books, ebooks and periodicals to support reading enrichment, reading/writing workshops, Makerspace and research for student-directed projects	6	\$2,000	\$12,000
<b>66XX—Computing Devices, capitalized</b>				
2	zSpace—used to explore 3D models to compare, dissect, analyze, measure, annotate and explore in Science, Technology, Engineering, Math (STEM) and more	12	\$5,500	\$66,000
3	Rolling carts—to move zSpace units for interdisciplinary programming	12	\$1,000	\$12,000
4	Computers for required ACE program staff	8	\$400	\$3,200
5				
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$93,200</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	<b>Required:</b> Bachelor's degree in education or related field; strong organizational, interpersonal and public communication skills. <b>Preferred:</b> Texas teacher certification; Master's degree. <b>(CONTRACTED with Communities in Schools [CIS])</b>
2.	Site Coordinator(s)	<b>Required:</b> Associate's degree or three years experience in education or related field. <b>Preferred:</b> Bachelor's degree in education or related field; public education work experience. <b>(CIS Contract)</b>
3.	Family Engagement Specialist	<b>Required:</b> Associate's degree or at least five years experience in working in education or related field; strong organizational, interpersonal and public communication skills. <b>Preferred:</b> Bachelor's degree in education or related field; academic teaching experience. <b>(CIS Contract)</b>

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase Performance & Growth in English Language Arts by 5%	1. <b>FORMATIVE</b> —Previous Year STAAR; NWEA MAP Beginning-of-Year (BOY)Assessment	08/22/2018	02/28/2019
		2. <b>SUMMATIVE</b> —STAAR Common (CA) & State Assessments; NWEA MAP End-of-Year (EOY)	01/08/2019	05/23/2019
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Increase Masters, Meets and Post Secondary Readiness Level Performance Standard by 2%	1. <b>FORMATIVE</b> —Compare CA to prior year STAAR; monitor NWEA BOY; TSI/ACT/SAT results & preparation opportunities; dual credit enrollment; CTE courses/certifications	08/22/2018	05/23/2019
		2. <b>SUMMATIVE</b> —Average of CA & STAAR review and compare BOY to EOY NWEA; College Prep course performance; TSI; % College Bound	01/08/2019	05/23/2019
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Increase student attendance until we reach 97%--our district goal	1. <b>FORMATIVE</b> —Previous year's percent attendance	08/22/2018	05/23/2019
		2. <b>SUMMATIVE</b> —Review of each 6-weeks and total	01/08/2019	05/23/2019
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

In 2014, the Levelland Area Endowment and the Lubbock Area Foundation embarked on a collaborative initiative to identify the regions's best opportunities and most pressing needs, and to set bold goals to achieve over the coming years. As a result a variety of needs have been identified in the *Hockley County Community Needs and Opportunities: A Conversation Opener, 2014*.

- Hockley County's population peaked in 1985 followed by moderate decline through 2000; however, since 2010 the county has experienced a 1% population increase. (*Texas State Data Center, 2012*)
- The population of Hockley County—like many rural counties—is aging. This translates into Levelland ISD training our students to fill the jobs in our community that are created as this population reaches retirement. (*Texas State Data Center, 2012*)
- Hockley is now a majority minority county—when counting Hispanic/Latino, African, Asian and Native Americans. Hockley's Hispanic/Latino population grew earlier and will likely remain a larger percentage of the population in the coming decade. For our school district, this brings the challenges of meeting the academic needs as well as the cultural needs—including those of English Language Learners. (*Texas State Data Center, 2012*)
- About 38% of Hockley County's residents live either near or below the 200%-of-poverty line. Levelland ISD reports that 71% of students qualify for free and reduced lunch and are, therefore, considered economically disadvantaged. (*American Community Survey 5-year Estimates, 2012*)
- From 2009 to 2013, Hockley County had 686 confirmed cases of abuse and neglect. That averages out to 137 cases a year, more than twice the per capita rate for the State of Texas. Providing before and afterschool programs creates a safe environment for extended learning and emotional health support opportunities for our students who unfortunately are a part of this dire statistic. (*Texas Department of Family and Protective Services, 2009-2013*)
- In response to working families, Hockley County depends on energy and mining and government employment. It also employs people in health care, retail trade, transportation and warehousing. Through ACE programs and our partnership with South Plains College, we can train and certify our students to meet the current labor trends locally. (*Bureau of Economic Analysis, 2012*)

ACE grant programming can help Hockley County and Levelland residents in the following ways:

- Providing quality programs attracts newcomers to our community and students to our schools.
- Create innovative opportunities to meet the needs of special populations of our school district.
- Offer extended opportunities in a safe and secure atmosphere to promote academic achievement and overall student success.
- Make available health and wellness opportunities—including meals and snacks.
- Design learning experiences for college and career readiness to meet current labor market statistics for our South Plains region.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

Levelland ISD is excited to work with community partners for Texas ACE activities:

1. **SOUTH PLAINS COLLEGE (SPC)**—South Plains College is a comprehensive, two-year community college that serves the greater South Plains area of Texas with innovative educational programs that span the arts and sciences, technical education, continuing education and workforce development. The college's main campus is located in Levelland and, therefore, is a ideal partner for Levelland ISD's ACE program. Our partnership with SPC will be for both our students and their parents. Career exploration will be provided through Mini-Career Camps at SPC. Once per month, identified high school students will be bused to explore the offerings at SPC. Parents will be invited for any session, but especially for those in which their children show particular interests. This will allow the parent to learn about requirements, costs, prerequisites and any answers to specific questions. Parents might also be attracted to one of the career fields and this will create an avenue for them to explore other job or career options, too. In addition, we will partner with South Plains College to provide onsite dual credit as a part of our afterschool programs.
2. **TEXAS AGRILIFE EXTENSION—HOCKLEY COUNTY**—The Texas A&M AgriLife Extension Service is a unique education agency with a statewide network of professional educators, trained volunteers, and county offices. It reaches into every Texas county to address local priority needs. One of Extension's major efforts is protecting human health through education about diet, exercise, and disease prevention and management. Extension also touts the Texas 4-H program which engages youth in learning projects, leadership development and community service. Through Hockley County Texas Agrilife and 4-H programs, Levelland ISD will partner to provide students will opportunities to learn through 4-H project work. This might include a photography, gardening & horticulture, clothing and textile, food and nutrition, entomology or a huge variety of other options. Sessions provided will be based on student needs and preferences. For example, students could be trained in food and nutrition—including preparation, food safety, etc.—and then participate in a mock Food Challenge contest. This activity is similar to the Iron Chef challenge in which participants are provided with supplies and equipment to prepare a recipe with some provided food ingredients. Other options might include archery, computer science, consumer education.
3. **SODEXO**—Sodexo provides food service for Levelland ISD. They will partner with the Texas ACE project in providing an opportunity for elementary learners to compete in a recipe contest. Finalists are selected from submitted entries and prepare their foods in Levelland ISD cafeteria kitchens with Sodexo staff. The food is displayed for judges. Winners are announced. Food is served to families. Our students gain knowledge in food preparation and safety and explore the variety of food careers available in our community.
4. **And WALLACE THEATER**—The Wallace is a 501c3 non-profit organization working to restore and renovate the theater to become a premier cinema and live performance venue in West Texas. It, too, is located in Levelland and will partner with Levelland ISD's ACE program to explore English Language Arts programs with the addition of cinema. Our learners can explore literary works through cinema. In addition, the Wallace can serve as a venue for a variety of ACE offerings—displaying works of art or music exhibitions of skills gained via guitar lessons. The Wallace Theater—along with Matt Rush, a local motivational speaker—will also serve as a venue for ACE students in grades sixth through eighth to participate in a program called Generation Ziglar. Generation Ziglar is a program where students would be transported from our campuses to the Wallace to gain skills in these three areas: 1.) self image, 2.) building relationships with others, 3.) knowing what to do in life or even how to do it. Through the teaching of the Ziglar curriculum, our students will gain skills in the areas of image, relationships and goals while also fostering their public speaking skills to be able to train other youth. This would be an alternative site of the ACE grant, but this training is recommended to be away from regular areas such as schools to enhance motivation and to teach students to become comfortable in a new environment.

All of these organizations will remain and successful programs can be expanded and/or continued. Levelland ISD is excited to partner with these Levelland entities to strengthen our ACE program even more.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Services provided in our after school programs will impact student performance by giving students an opportunity to extend the learning beyond the classroom. Activities that are academic by design will either directly tie back to instruction provided currently or expand on the thinking students need to be successful in the classroom. Activities that are designed for enrichment will give students the chance to extend their learning in new directions. Many of our students need all the time we can provide to process their learning. Programs before and after school will provide this extra time in a structured environment. Programs will be used that either directly support the thinking required by the Texas Essential Knowledge and Skills (TEKS) or develop higher order thinking skills to indirectly support the classroom and TEKS at an enhanced level.

Our long term goal is much larger than just passing a test, we are focused, all the way down to our early childhood center, on post-secondary readiness. Students who participate in the programs after school will not only have a greater possibility of success on their STAAR/College Readiness exams but will be more aware of how they will move in to their post-secondary aspirations. Efforts like these are proven to help close the achievement gap in schools like ours with high poverty rates. Many of the barriers to success for student and families from poverty are connected to access to supportive environments and opportunities to experience success.

An engaged, successful, confident student is more likely to attend regularly and less likely to dropout. Students often do not think they are capable of achieving at high levels, building this confidence starts with the adults believing in them. The teachers working with students during the after school timeframe will have high expectations and use good strategies to support student engagement. Helping students by setting goals and monitoring their progress to reaching them grows students who know how to push themselves harder without losing confidence. The programs and activities will also provide students the opportunity to engage with other students and the content in an enticing way. These types of activities that connect back to the daily learning encourage students to be in school.

Discipline referrals decrease when students do not have time to think about misbehaving and when they have a positive attitude about how they fit into the learning environment. The programs provided after school will be designed so that all students feel included and are encouraged and coached to engage with each other using a positive, supportive approach.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Levelland ISD and its stakeholders are dedicated to using evidence-based practices and these best practices will be continued in the ACE program to align with, enhance and support school-day instruction. Teachers will extend the use of developmental progress to teach specific math skills (numeric operation, patterns, measurement), for example. We want to enrich and extend in our out of the school day programming, not just reteach what was taught during the instructional day.

Much of the professional development for aligning school-day instruction with ACE programming will be the extension of higher-level thinking skill development in extended-day learning environments. Evidence shows that an individual teacher can have a significant effect on student achievement, even if the school does not. (*Brophy & Good, 1986; Sanders & Horn, 1994; Wright, Horn & Sanders, 1997*). With these highly effective teachers, the following evidence-based instructional strategies have a high probability of enhancing student achievement for all students and will be used as appropriate:

- Setting objectives and providing feedback;
- Reinforcing effort and providing recognition;
- Cooperative learning;
- Cues, questions and advanced organizers;
- Nonlinguistic representations;
- Summarizing and note taking;
- Assigning homework and providing practice;
- Identifying similarities and differences; and
- Generating and testing hypotheses. (*Classroom Instruction that Works, Marzano, 2012*)

The project-based learning and cross-curricular programs proposed by the Texas ACE grant will likely be more effective with children of poverty and underrepresented populations as they learn best by tactical learning experiences, understanding the relevance of the learning and by concrete learning concepts.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The school district and its campuses recognize the necessity for educating the whole child and will intentionally design programs that address the students' needs through the four areas of the Texas ACE program:

1. **ACADEMIC ASSISTANCE:** Proposed activities will improve campus and student achievement as all activities are directly aligned to student academic progress by moving more ACE students up performance levels. For example, learners will progress from the "Meets" rating up to the "Masters" level. Closing the gap for student groups of most need—economically-disadvantaged, Hispanic, Limited English Proficient and Special Education—will be a focus. Activities provided in this grant will consist of targeted tutoring/interventions for struggling students and will provide for more purposeful and specific small group instruction to improve students' academic achievement. Some of the academic enrichment activities will include those which promote progress for students by integration of upper level thinking skills, interdisciplinary projects which blend core subject and career skills, STEM-based activities such as coding for beginners and progressing to computer science and career exploration activities.
2. **ENRICHMENT:** Meeting the basic social-emotional needs allows for a stronger foundation for academic learning. Activities will reflect student desires and needs regarding fitness, health and fine arts enrichment. Fine arts, character development, community-based service-learning, student leadership clubs, media production and other programs to address the mental and physical health needs of the student population will be offered.
3. **PARENT & FAMILY ENGAGEMENT:** Student success is directly affected by the level of involvement by said student's parents. Therefore, parents will also participate in programs to gain knowledge and skills that will help them to "help" their own children. In addition, programs will target personal and career interests of parents, too. We will be teaching students and we will also be educating their parents simultaneously.
4. **COLLEGE & CAREER READINESS:** A majority of our high school students have demonstrated a history of poor participation and performance on college readiness measures including the Texas Success Initiative (TSI) Assessment, ACT and SAT tests. ACE would also provide a parent support and assistance program designed to increase awareness in college scheduling, registration planning and preparation. To further advance college preparedness, through our partnership with South Plains College, we will explore bringing college staff to our campus to provide afterschool dual credit courses. Our teachers can also be trained to serve as these dual credit instructors.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Information regarding the establishment and session offerings of each Community Learning Center will be disseminated in the following ways:

1. Levelland ISD and campus websites—which will feature a newsletter per semester with campus ACE activities;
2. Social media and parent “call outs” via cell phone (such as Skylert—which contacts all registered parents); and
3. Presentations by grant participants and/or center administrators at Parent and Family Engagement events.

The Family Engagement Specialist will be instrumental in aiding each district/center staff with the formation and integration of Community Learning Centers on each campus. This individual will work with the site coordinators from each community learning center to “tell their story” appropriately via news sharing outlets which are existing campus protocols. The Texas ACE programs on the six Levelland ISD campuses and success stories about the benefits students have reaped as a result (academic growth, social-emotional progress, career planning preparations) will be promoted at upcoming ACE conferences. Breakout sessions at these conferences will showcase effective and best practices in our before and afterschool programming.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Statutory Requirement 7:** Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Levelland ISD operates a current transportation system. Bus drivers certified in accordance with standards and qualifications adopted by the Department of Public Safety (*Education Code 34.007*) are hired to provide transportation to and from school each day. To meet the transportation needs of our students who are reaping the benefits of the ACE program, additional drivers will be added to pick up students from each of the six community learning centers and provide safe transportation to their homes. In addition, additional routes will be added as a result of the extension of the day. Levelland ISD is able to provide ample and safe transportation for students and will continue with the same services for ACE participants.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Levelland ISD will be contracting with an entity such as Communities in Schools (CIS) to assist with the staffing of volunteers in each of the six community learning communities participating in Texas ACE. These volunteers will be recruited from community senior citizens, retired teachers associations, local churches and parent volunteers. The Family Engagement Specialist will assist each site coordinator and the district administrators by administering additional surveys to solicit feedback from parents, business and community members and other stakeholders on the types of programs/informational services that are most needed in our community. A schedule of volunteer days/hours will be created to organize the volunteer arrangements and a calendar of events for each month will be established and publicized throughout each center, the district and the rural community. Each month, the Community Learning Centers will feature a student ACE program or achievement and will provide information about that particular center or program, as appropriate.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The primary task in sustainability is putting effective processes and systems in place that can be continued once the funding for the project has ended. The preliminary funding from the grant will allow for the the local education agency to create feasible, easily sustainable strategies (low-cost or free) for continued operations of our community Learning Centers.

Pertinent factors in creating a sustainability plan for the 21<sup>st</sup> Century Community Learning Centers are:

1. Building collaboration to strategically secure resources;
2. Providing high-quality programming—which will boost the credibility of the centers and establish public presence;
3. Advocating for support—financial and volunteer;
4. Securing funding through local or government grants or sustaining sponsors such as local and school foundations; and
5. Designing a sustainability plan.

Key members of the local education agency will receive training as per sustainability issues. This training will be planned and implemented by the ACE Project Director. As a result of this training, the group of district and campus level staff will gain knowledge in such topics as how to develop a results-oriented vision, build a sustainable initiative and create a strategic financial plan and results.

The grant-funded Family Engagement Specialist will assist Levelland ISD in building on current partnerships and to also build additional relationships with local businesses and community-based organizations to provide parent and student programs that meet their identified needs. Campus and district administrators and local entities will continue efforts to provide on-going support for the Community Learning Centers through partnerships with local churches, community colleges, medical facilities, community-based organizations and student volunteerism. Continued funding of the Community Learning Centers after the grant ends will come in the form of fund-raising events and strategic marketing of services. However, through continued partnering with local civic, health and administrative programs, the Community Learning Centers will be able to operate on a low-cost level. Free or low cost programs will lessen the financial burden of operating the centers. Additionally, ACE may integrate with another school or community programs or initiatives to increase efficiency and economy.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**Statutory Requirement 10:** Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Each of the ACE programs will be supplemental to foundational programs provided during the school day. Each of our six campuses is a school-wide Title I school. The federal Title I funds are used to supplement the instructional school day program and provide for meeting the basic needs of students who struggle to meet proficiency on state assessments. 21<sup>st</sup> CCLC funds will be used—in addition—to provide complementary programs, resources, interventions, tutoring in extended day activities. Title I Part C (or Migrant), Title III (Limited English Proficient), and IDEA (Special Education) funds will be used to provide resources for the individual, unique and specific needs of each of these specific student populations. State funding sources—such as State Compensatory Education and the High School Allotment—can coordinate with federal funds to provide services to student populations with federal funds always being supplemental to the state funds. In addition, Levelland ISD will coordinate ACE programs with students who are impacted by McKinney/Vento (homeless) grant, foster care or who are in another specialized grouping, such as prekindergarten.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.**

<b>Center 1</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Levelland High School 1400 Hickory Levelland, TX 79336		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6	
	9-digit campus ID number: 110902001				<input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	Cost per student: \$817.00					
	"Regular" student target (to be served 45 days or more annually): 100		Parent/legal guardian target (in proportion with student target):		30	
			Feeder school #1		Feeder school #2	
			Feeder school #3			
	Campus name					
<b>Center 2</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Levelland Middle School 1402 East Ellis Street Levelland, TX 79336		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	
	9-digit campus ID number: 110902041				<input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student: \$910.00					
	"Regular" student target (to be served 45 days or more annually): 110		Parent/legal guardian target (in proportion with student target):		45	
			Feeder school #1		Feeder school #2	
			Feeder school #3			
	Campus name					
<b>Center 3</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>	
	Levelland Intermediate School 1100 Avenue D Levelland, TX 79336		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6	
	9-digit campus ID number: 110902042				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	Cost per student: \$716.75					
	"Regular" student target (to be served 45 days or more annually): 120		Parent/legal guardian target (in proportion with student target):		50	
			Feeder school #1		Feeder school #2	
			Feeder school #3			
	Campus name					
9-digit campus ID number						
Estimated transportation time						

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 110902				Amendment # (for amendments only):			
Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
	Capitol Elementary 401 East Ellis Street Levelland, TX 79336		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	9-digit campus ID number:	110602104			<input type="checkbox"/> 7-8	<input type="checkbox"/> 9	
	Cost per student	\$724.09			<input type="checkbox"/> 10-11	<input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):	110	Parent/legal guardian target (in proportion with student target):		60		
		Feeder school #1	Feeder school #2	Feeder school #3			
	Campus name						
	9-digit campus ID number						
	Estimated transportation time						
	Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
South Elementary 1500 Avenue C Levelland, TX 79336		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6			
9-digit campus ID number:		110902105			<input type="checkbox"/> 7-8	<input type="checkbox"/> 9	
Cost per student		\$740.45			<input type="checkbox"/> 10-11	<input type="checkbox"/> 12	
"Regular" student target (to be served 45 days or more annually):		110	Parent/legal guardian target (in proportion with student target):		60		
		Feeder school #1	Feeder school #2	Feeder school #3			
Campus name							
9-digit campus ID number							
Estimated transportation time							
Center 6		Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Levelland Academic Beginnings Center 1412 East Ellis Street Levelland, TX 79336		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		
	9-digit campus ID number:	110902106			<input type="checkbox"/> 7-8	<input type="checkbox"/> 9	
	Cost per student	\$664.65			<input type="checkbox"/> 10-11	<input type="checkbox"/> 12	
	"Regular" student target (to be served 45 days or more annually):	150	Parent/legal guardian target (in proportion with student target):		75		
		Feeder school #1	Feeder school #2	Feeder school #3			
	Campus name						
	9-digit campus ID number						
	Estimated transportation time						

## For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID:				Amendment # (for amendments only):			
<b>Center 7</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12		
	<b>9-digit campus ID number:</b>						
	<b>Cost per student</b>	\$					
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>		
			<b>Feeder school #1</b>		<b>Feeder school #2</b>		
	<b>Campus name</b>				<b>Feeder school #3</b>		
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							
<b>Center 8</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12		
	<b>9-digit campus ID number:</b>						
	<b>Cost per student</b>	\$					
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>		
			<b>Feeder school #1</b>		<b>Feeder school #2</b>		
	<b>Campus name</b>				<b>Feeder school #3</b>		
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							
<b>Center 9</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served (check all that apply):</b>		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12		
	<b>9-digit campus ID number:</b>						
	<b>Cost per student</b>	\$					
	<b>"Regular" student target (to be served 45 days or more annually):</b>				<b>Parent/legal guardian target (in proportion with student target):</b>		
			<b>Feeder school #1</b>		<b>Feeder school #2</b>		
	<b>Campus name</b>				<b>Feeder school #3</b>		
<b>9-digit campus ID number</b>							
<b>Estimated transportation time</b>							

**For TEA Use Only**

Changes on this page have been confirmed with:  Via telephone/fax/email (circle as appropriate)	On this date:  By TEA staff person:
---	---



**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 110902		Amendment # (for amendments only):	
<b>Center 10</b>	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	<b>9-digit campus ID number:</b>		
	<b>Cost per student</b>	<b>\$</b>	
	<b>"Regular" student target (to be served 45 days or more annually):</b>		<b>Parent/legal guardian target (in proportion with student target):</b>
		<b>Feeder school #1</b>	<b>Feeder school #2</b>
	<b>Campus name:</b>		
	<b>9-digit campus ID number</b>		
<b>Estimated transportation time</b>			

**For TEA Use Only**

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Levelland ISD is applying alone and will, therefore, serve as the grant manager for fiscal and programmatic management. It is our hope that with the support of the 21<sup>st</sup> Century Community Learning Centers grant, we will establish and maintain six community learning centers—one at each of our campuses. Oversight for the grant will be shared by the Director of Instructional Services, the Director of Curriculum and staff in the business office—predominantly the Accounts Payable Specialist. The full time positions that are required will be contracted with Communities in Schools or a similar service provider who can meet the needs of the grant. This service provider will continue plans for provisions of the program in coordination with these full-time staff and our campus administrators and staff.

ACE program evaluation will consist of formative and summative assessment measures—as previously outlined in this grant application. Evaluations will assess program effectiveness. Daily observations and evaluations will be facilitated by the site coordinators who will work with campus administrators and staff to maintain strong program efforts which address our academic and enrichment goals.

The contracted, full-time staff will enter and approve data into the TX21st system. Site coordinators will enter the data and the Project Director will approve said data. These staff will coordinate efforts with Levelland ISD technology support and PEIMS staff to gain access to Skyward to access and maintain the necessary data. This coordination will allow for mass uploads from PEIMS reporting data. The Project Director will work with the appropriate staff members to resolve any issues that arise. This Director will work with site coordinators and the family engagement specialist in the daily oversight of our ACE programs. Once per month, these ACE employees will meet with Director of Instructional Services, Director of Curriculum and the Accounts Payable Specialist to plan and prepare budget expenditures, discuss appropriate expenditures as outlined in local Business Office Procedures as well as in EDGAR protocol. The Project Director will regularly send newsletters and/or information to Site Coordinators, Center Administrators and other district staff to maintain an open and transparent line of communication.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 110902

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

An External Evaluator will be hired to provide a valid and reliable evaluation of the ACE program in Levelland ISD. The Project Director and independent evaluator will provide data analysis and program alignment with curriculum and out of school programming to ensure progress toward goal attainment. The evaluation team will also create the appropriate logic models to set and achieve program and academic goals. Annual reports required by TEA and a formal evaluation will be prepared by the external evaluator. These results will be available to the school district and our advisory group. Data from this evaluation as well as data outlined with our specific goals will be utilized to drive program decisions.

The External Evaluator will coordinate efforts with the appropriate staff members to ensure that the ACE program is meeting all grant specifications.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 110902

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 110902

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 110902

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 110902

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 110902

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID:

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID:

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 110902

Amendment number (for amendments only):

**Important Note:** All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

**Failure to complete this schedule will result in an applicant being disqualified.**

**Questions**

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☒ Yes ☐ No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☒ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

**Assurances**

- ☒ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☒ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☒ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: